DOCUMENT RESUME

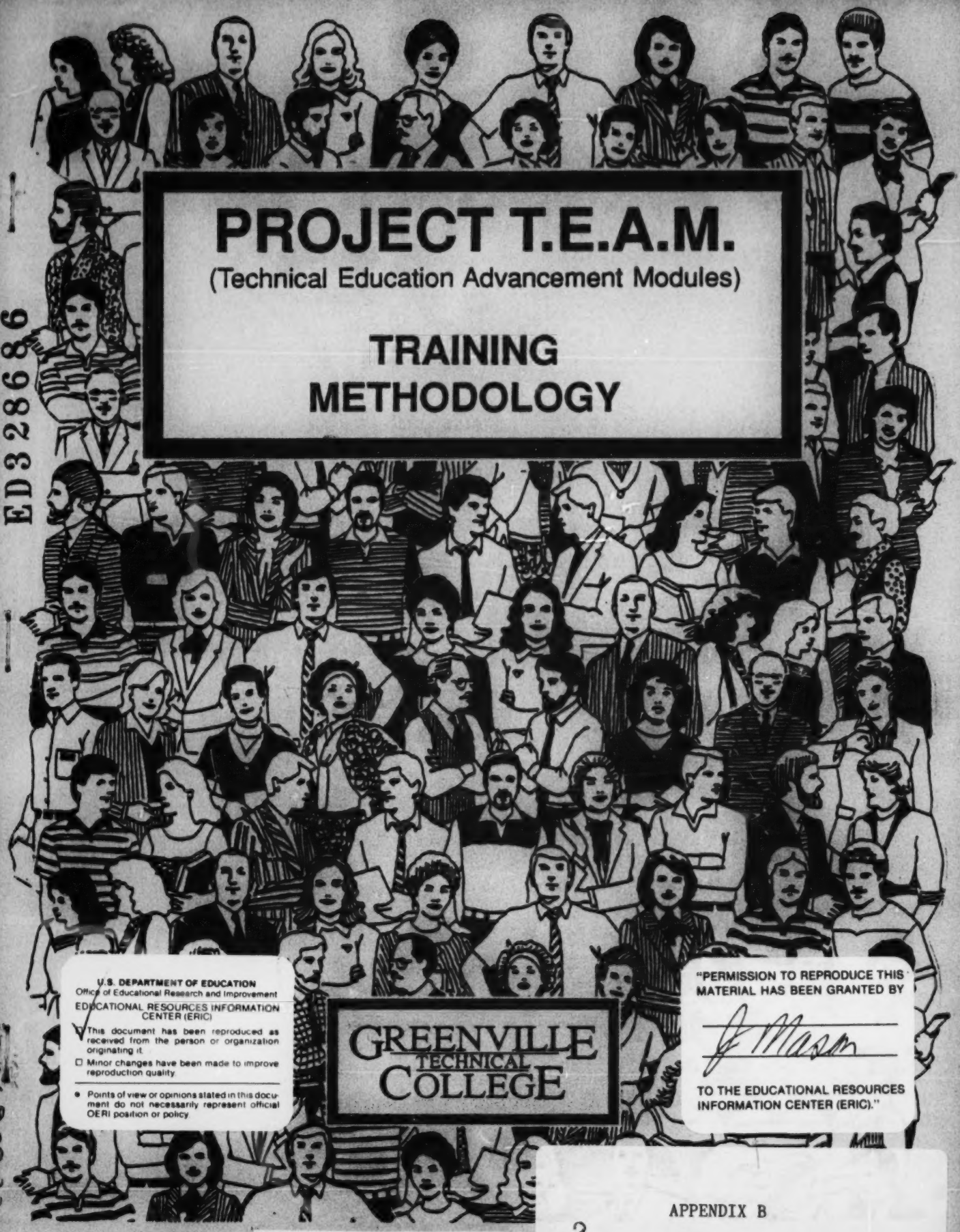
ED 328 686 CE 056 780

TITLE	Project T.E.A.M. (Technical Education Advancement Modules). Training Methodology.
INSTITUTION	Greenville Technical Coll., S.C.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	90
CONTRACT	V199A90094-89
NOTE	93p.; Appendix B of final report. For related training modules, see CE 056 779-788.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Choice; Career Education; Cooperative Programs; *Curriculum Development; Demonstration Programs; *Education Work Relationship; Employment Opportunities; Employment Potential; Employment Projections; Futures (of Society); *Instructional Materials; Job Skills; Material Development; *Program Development; Program Implementation; *School Business Relationship; *Technical Education; Technical Occupations; Technological Advancement; Technological Literacy; Two Year Colleges

ABSTRACT

Project TEAM (Technical Education Advancement Modules), a cooperative demonstration program for high technology training, created an introductory technical training program for unemployed, underemployed, and existing industrial employees needing upgrading and a consumer education package emphasizing the benefits of technical training. The curriculum and training focus of the project began with an assessment of employee needs in terms of the skill and aptitude requirements of industrial positions, especially in Greenville County, South Carolina. From this assessment, 15 training modules were developed. Some modules were generic and applicable to a variety of technical job categories; the remainder addressed employer-specific needs. This report describes the curriculum development and training focus of Project TEAM, which consisted of two phases: (1) the industry training certification program (a preemployment generic training package); and (2) in-plant training (specific courseware matched to individual company needs). This report contains a detailed description of the steps taken in developing the curriculum, along with sample documents from the project. Information included describes needs assessment; curriculum development and development of preemployment package; recruiting industry partners; public advertising/information distribution; assessment; training; job skills training/counseling; employment applications/interviews; in-house training; and remedial instruction. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****



PROJECT T.E.A.M.

(Technical Education Advancement Modules)

TRAINING METHODOLOGY

GREENVILLE TECHNICAL COLLEGE

ED328686

CE056780

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Mason

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

APPENDIX B

GREENVILLE TECHNICAL COLLEGE

PROJECT TEAM
TECHNICAL EDUCATION ADVANCEMENT MODULES

TRAINING METHODOLOGY

Funded by:

Cooperative Demonstration Program CFDA No. 84.199A
U.S. Department of Education
1989-1990
(Federal share $280,345 [75%]; College share $133,650 [25%])

CONTENTS

Training Methodology 1

Needs Assessment 4

Curriculum Development and Development of Pre-Employment Package 18

Recruiting Industry Partners 43

Public Advertising/Information Distribution. 46

Assessment 51

Training 54

Job Skills Training/Counseling 61

Employment Applications/Interviews 63

In-house Training 64

Remedial Instruction 68

PROJECT T.E.A.M.
TRAINING METHODOLOGY

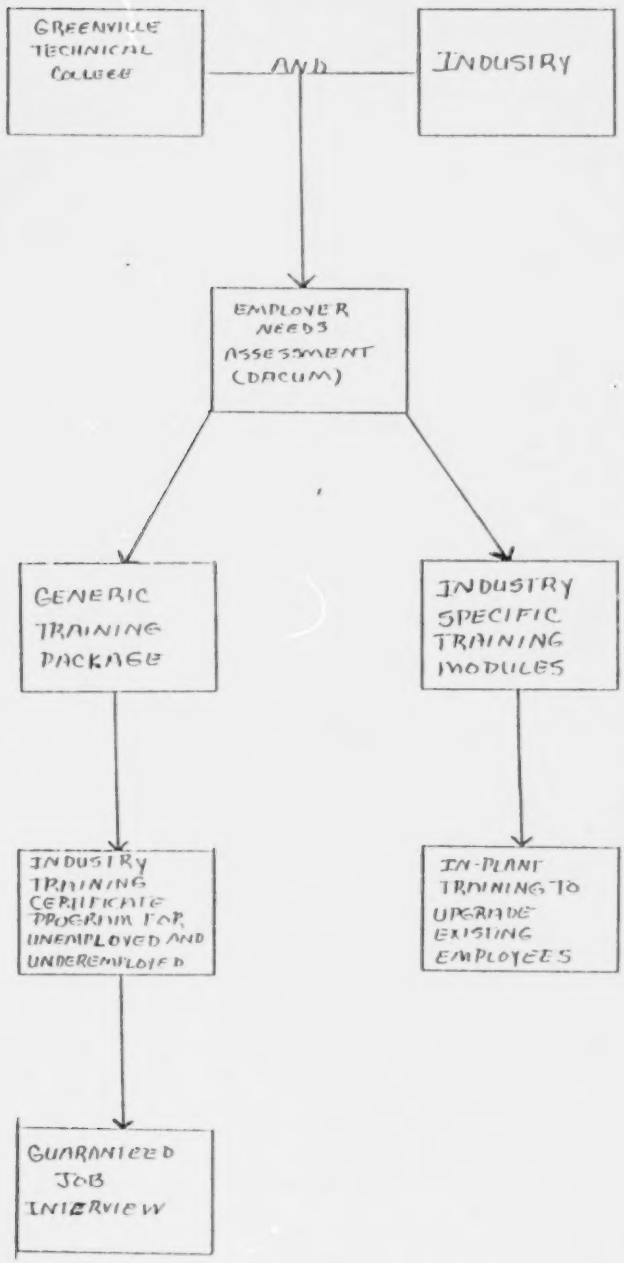
The curriculum development and training focus of Project T.E.A.M. consisted of two phases:

1. The Industry Training Certification Program -- a pre-employment generic training package

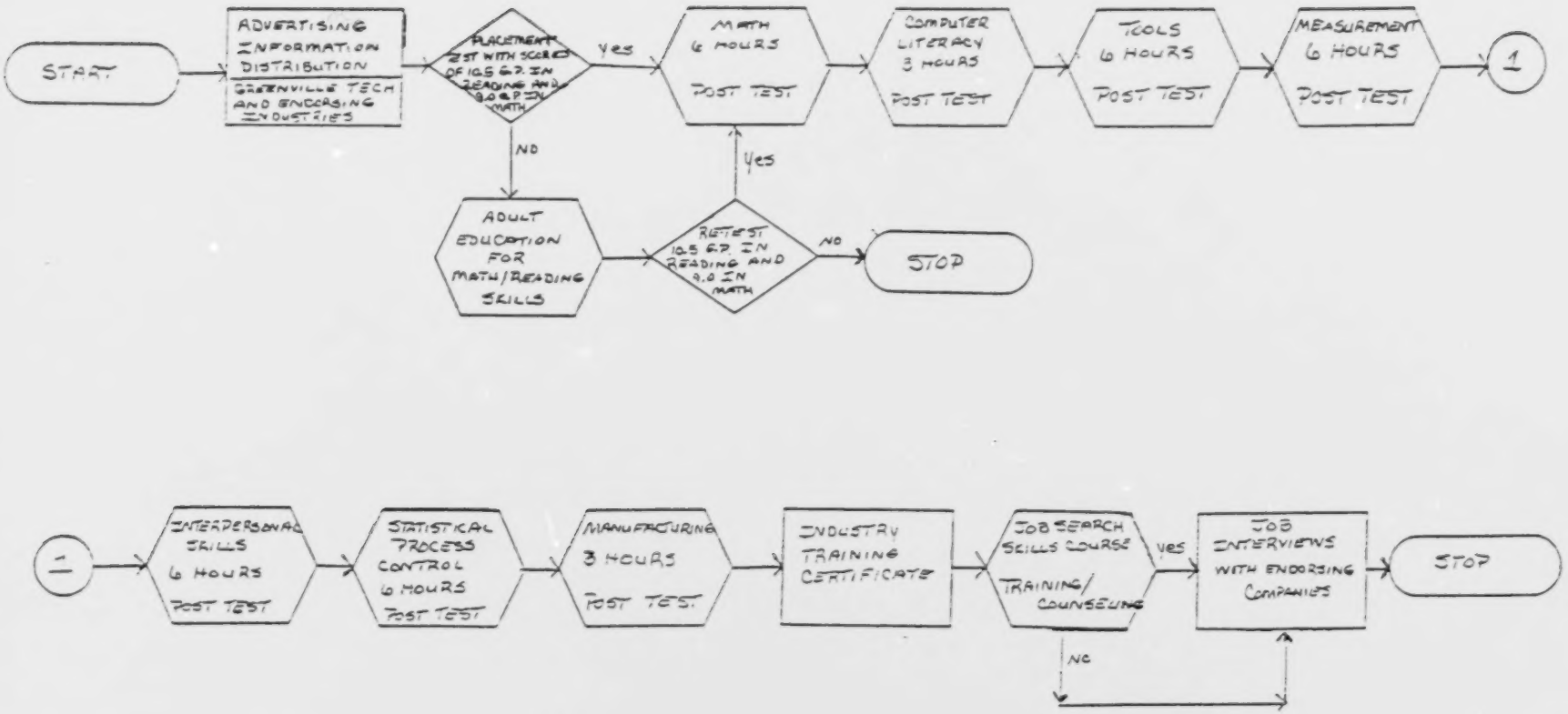
2. In-plant Training -- specific courseware matched to individual company needs

GREENVILLE TECHNICAL COLLEGE
COOPERATIVE DEMONSTRATION PROGRAM NO. V199A90094
PROJECT T.E.A.M.
(TECHNICAL EDUCATION ADVANCEMENT MODULES)

ACTIVITY FLOW CHART



GREENVILLE TECHNICAL COLLEGE
COOPERATIVE DEMONSTRATION GRANT NO. V199A90094
PROJECT T.E.A.M.
INDUSTRY TRAINING CERTIFICATION PROGRAM
(GENERIC PRE-EMPLOYMENT PROGRAM)



BEST COPY AVAILABLE

NEEDS ASSESSMENT

NEEDS ASSESSMENT

The grant objective was to involve at least twenty employers as an assessment team to evaluate the needs of their companies in terms of skills and aptitudes needed to perform a job or task. From this assessment at least 15 training modules were to be developed.

Companies were advised of the project through press releases and direct contacts. The direct contacts were made to acquaint company representatives with the objectives and proposed procedures of the grant and to invite their participation in the needs assessment portion of the project. Each contact was followed with a letter inviting participation.

Companies which chose to be included sent representatives to a DACUM (Developing A CUrriculuM) Workshop which was charged with the task of identifying areas of knowledge and specific competencies needed for employee training. The two day workshop resulted in the development of a chart outlining the desired subject topics as well as the skills and/or tasks to be included in each. This chart was then referred to a still larger group of industries for a review and ranking of the training needs.

The final result of the DACUM process was a chart showing the subject areas suggested and a ranking of the level of importance given each task or skill by those involved in the validation.

Companies involved were:

- Michelin Tire Company
- Cryovac, Division of W. R. Grace & Co.
- Hoechst-Celanese Corporation
- Lucas Industries
- Advanced Composite Materials Corp.
- Cincinnati Milacron
- James River Corporation
  - Plant #3
  - Plant #5
- Milliken & Co.
  - Judson Plant
  - Cushman Plant
- Homelite, Division of Textron, Inc.
- Kemet Electronics
  - Simpsonville Plant
  - Mauldin Plant
- SEW-Eurodrive
- Digital Equipment Corporation
- Steel Heddle Manufacturing Co.
- Wilson Sporting Goods Co.
- General Electric Co.
- Bausch & Lomb
- Wanger Systems
- Exide
- Alexander Machinery, Inc.
- Symco, Inc.

PRESS RELEASE

FOR IMMEDIATE RELEASE
RE: Project TEAM
CONTACT: Kara Dullea, 239-3082

With the rapidly advancing technology being introduced into manufacturing operations, the demand is increasing for technicians who can understand, operate, and maintain this complex equipment. According to a survey of 1987 Greenville County high school seniors, 30% had plans of pursuing a four-year college education upon graduation, and only 12% had plans of receiving a two-year technical education. In turn, industry is suffering due to a lack of proper training.

Recently, Greenville Technical College formed Project TEAM (Technical Education Advancement Modules) to prepare current employees for the higher technological needs of tomorrow. Due to its unconventional yet productive approach to linking education with industry, the U.S. Department of Education awarded the project a $280,395 grant which was complemented by Greenville Tech with $133,650.

The college, in cooperation with a select group of local industry will develop a series of six basic generic modules (training packages) addressing the technical training needs which are basic to the majority of the industries involved. In addition, the goal is to prepare approximately nine additional modules specific to certain industries. Companies will be able to pick and choose from the basic and the industry-specific modules based on their individual requirements.

The project will offer existing employees additional training necessary to keep up with today's ever-increasing technological society. In addition, these modules will offer training to people not currently employed, and will help prepare them for work in a technological field.

Applicants will be drawn from the unemployed, the underemployed, and those existing industry employees whose skills need upgrading. They will be evaluated to determine qualifications for entrance to the program. Those whose scores are too low for eligibility will be offered remedial instruction and those with higher scores will be registered for selected programs.

"Project TEAM is the only program of its kind in the state and one of only 35 in the nation," said Kip Sieber, Director of Industry Training/Education. "We received the grant because similar successful programs had been developed in conjunction with several major industries in the area," he said.

The grant was awarded for the period of January 1, 1989 to June 30, 1990. Employers interested in participating will have access to the pilot training program at no charge. For information, contact Kip Sieber, 239-3025.

LETTER TO INDUSTRIES INVITING PARTICIPATION

DATE

NAME
STREET ADDRESS
CITY/STATE/ZIP CODE

SALUTATION

RE: Department of Education Grant
Project Team (Technical Education
Advancement Modules)

Based on previous contacts and discussions, you had indicated that your company would be interested in participating in a joint venture with Greenville Technical College to develop basic generic training modules.

The attached press release covers some of the details. The selected participants will have the initial pilot training program available to them at no charge in return for their participation and willingness to interview successful graduates of the program. No jobs will be guaranteed.

You, or a representative that you select, would be requested to attend a two-day development seminar at which time input from the participants would be analyzed to determine the length and content of the individual training modules. The session would be similar to a DACUM (develop a curriculum) and would be conducted by professionals competent in this field.

The development seminar will be held on March 8 and 9 at Greenville Tech in the Engineering Technology building, Conference Room 108B. Sessions will start at 8:30 AM and end at 4:30 PM each day.

We appreciate your interest and willingness to provide the necessary input to formulate these modules which should prove beneficial to industry in general. Joan Mason at the Career Advancement Center will be your contact for further details and information and can be reached at 239-2964.

Very truly yours,

M. Kip Sieber, Director
Industry Training/Education

pds
Attachment

PROJECT TEAM DACUM

GENERAL KNOWLEDGE	MAJOR COMPETENCY	SKILLS AND TASKS TO BE RATED		
INTRODUCTION TO SAFETY	A. SAFETY	1 Understand the Role of OSHA	2 General Safety Practices	3 Housekeeping
		4 Hazard Communication (Fed. Regs.) 1910.1200 OSHA	5 Hearing Conservation	6 Lifting and Bending
		7 Accident Prevention	8 Personal Safety Equipment	9 Hand Protection (Pinch Points)
		10 Hoist and Crane Safety	11 Material Handling Safety	12 Electrical Safety
		13 Incipient Fire Training		
NTRODUCTION TO APPLIED MATHEMATICS	B. APPLIED MATHEMATICS (ENGLISH/METRIC)	14 Perform Basic Arithmetic Functions (add, subtract, multiply, divide, decimals, fractions, percents, positive/negative	15 Manipulate Basic Algebraic & Right Angle Trig. Functions	16 Manipulate Formulas (plug in numbers)
		17 Plot Graphs	18 Solve Word Problems	19 Perform Simple Basic Boolean Algebra
	C. ORIENTATION TO MANUFACTURING	20 Manufacturing History	21 Structure of Manufacturing Organizations	22 Manufacturing Trends (Automation, Computer Control)
		23 Manufacturing Processes	24 Manufacturing Philosophy of Quality, Housekeeping, & Safety	25 Manufacturing Terminology

NTRODUCTION TO MEASUREMENT	D. PERFORM MEASUREMENT FUNCTIONS - METRIC/ENGLISH	26 Verify Instrument Calibration	27 Use Micrometers	28 Use Calipers
		29 Use Scales (Ruler)	30 Use Balance Scale	31 Use Tape Measure
		32 Use Dial Indicators	33 Measure Product RE: Conformity To Standards	34 Read And Interpret Gauges
		35 Interpret And Communicate Measurement		
INTRODUCTION TO INTERPERSONAL AND COMMUNICATION SKILLS	E. INTERPERSONAL AND COMMUNICATION SKILLS	36 One-On-One Interaction	37 Group Interaction	38 Handling Conflict
		39 Communicating With Supervisor	40 Active Listening	41 Assertiveness
		42 Nonverbal Communication (Body Language)	43 Write At The Level of Coherent Sentences	44 Interviewing
INTRODUCTION TO STATISTICAL PROCESS CONTROL	F. PERFORM STATISTICAL PROCESS CONTROL FUNCTIONS	45 Collect Process Data (Accuracy/ Integrity	46 Set Up Basic Control Chart	47 Chart Process Data
		48 Interpret Chart Data	49 Correct or Maintain Process Parameters	50 Communicate Process Data
		51 Demonstrate Knowledge of Process	52 Demonstrate Knowledge of Measurement	53 Demonstrate Knowledge of SPC Purposes

NTRODUCTION TO COMPUTERS	G. PERFORM BASIC COMPUTER FUNCTIONS	54 Orientation to DP (Remove fear by having fun)	55 Use Data Entry Devices	56 Use Menus
		57 Enter Data Accurately with with Positive Feedback		
INTRODUCTION TO HAND TOOLS	H. HAND TOOLS	58 Proper Choice and Use of Metric and English....	59 Hammers	60 Screwdrivers
		61 Saws	62 Chisels	63 Pry Bars
		64 Pliers	65 Knives	66 Electric and Pneumatic Power Tools
		67 Power Saws	68 Power Drills	69 Power Sanders
		70 Power Grinders	71 Power Wrenches	72 Files
		73 Pipe Wrenches	74 Wrenches-Adjustable, Allen, Socket, Torque	75 Punches
INTRODUCTION TO DECISION MAKING SKILLS	I. DECISION MAKING SKILLS	76 Problem Identification	77 Problem Analysis	78 Brain-storming
		79 Cause and Effect Diagrams	80 Pareto Diagrams	
INTRODUCTION TO BLUE PRINT	J. BLUE PRINT	81 Isometric Drawings	82 Three View Drawings	83 Assembly Drawings
		84 Tolerances	85 Geometric Tolerances	

PROJECT TEAM DACUM

MARCH 8 and 9, 1989

FACILITATOR: Dr. Ken Kyre, State Board of Technical and Comprehensive Education

RECORDERS: Al Stokes, Greenville Technical College
Joan Mason, Greenville Technical College

PANELISTS:
Bill Akers, Vice President
Advanced Composite Materials Corporation
Jim Candler, Manufacturing Project Engineer
Cincinnati Milacron
Craig Erickson, Training Manager
James River Corporation, Plant 2
Wallace Gregory, Engineer, Machinery Maintenance Dept.
Milliken and Company
Ed Hindman, Personnel Manager
Homelite Division of Textron, Inc.
Paul Landers, Training Manager
James River Corporation, Plant 5
Tom Nance, Mechanical Training Coordinator
Michelin
David Roberts, Production Supervisor
Kemet Electronics Corporation
Dwight Smith, Technical Training Supervisor
Cryovac
James Wagner, Manager, Human Resources Development
Hoechst Celanese
Jim Williams, Safety and Training Administrator
Lucac CAV

VALIDATION REQUEST LETTER

March 28, 1989

<title> <first> <last>
<position>
<company>
<address>

Dear <familiar>:

Once again I would like to thank you for participating in the Project TEAM DACUM workshop on March 8-9, 1989.

Enclosed is the validation survey for the chart prepared during our workshop. Please rate each task or activity presented as necessary to the training and performance of the general industrial employee according to the following scale:

5 EXTREME importance, critical to know

4 SUBSTANTIAL importance, should know

3 MODERATE importance, helpful to know

2 MINOR importance, nice to know

1 Little or no importance, hardly even applies

Y YES, the general introductory unit is appropriate to the training needs of my industry.

N NO, the general introductory unit is not appropriate to the needs of my industry and the complete, more concentrated training program is preferred.

Even though the panel considered all tasks and training components important, the validation survey gives you the opportunity to express your priorities and will be valuable input for our course developers. Please follow the directions on the computer scored survey sheet and return it in the self-addressed envelope by Friday, April 7, 1989. Certainly, any additional comments you may have would be welcomed.

Again, thank you for the time and assistance you are providing to our project. If you have any questions, please call me at 239-2964.

Sincerely,

(Mrs.) Joan S. Mason
Project Director
Project TEAM

jeb/jn1:27

Enclosures

VALIDATION FORM

Greenville Technical College
Greenville, South Carolina

Program _____

Survey _____

Date Code _____

USE NO. 2 PENCIL ONLY

- MAKE HEAVY DARK MARKS
- FILL EACH BUBBLE COMPLETELY
- ERASE COMPLETELY TO CHANGE A RESPONSE

1	5	4	3	2	1	Y	N
2	5	4	3	2	1	Y	N
3	5	4	3	2	1	Y	N
4	5	4	3	2	1	Y	N
5	5	4	3	2	1	Y	N
6	5	4	3	2	1	Y	N
7	5	4	3	2	1	Y	N
8	5	4	3	2	1	Y	N
9	5	4	3	2	1	Y	N
10	5	4	3	2	1	Y	N
11	5	4	3	2	1	Y	N
12	5	4	3	2	1	Y	N
13	5	4	3	2	1	Y	N
14	5	4	3	2	1	Y	N
15	5	4	3	2	1	Y	N
16	5	4	3	2	1	Y	N
17	5	4	3	2	1	Y	N
18	5	4	3	2	1	Y	N
19	5	4	3	2	1	Y	N
20	5	4	3	2	1	Y	N
21	5	4	3	2	1	Y	N
22	5	4	3	2	1	Y	N
23	5	4	3	2	1	Y	N
24	5	4	3	2	1	Y	N
25	5	4	3	2	1	Y	N
26	5	4	3	2	1	Y	N
27	5	4	3	2	1	Y	N
28	5	4	3	2	1	Y	N
29	5	4	3	2	1	Y	N
30	5	4	3	2	1	Y	N
31	5	4	3	2	1	Y	N
32	5	4	3	2	1	Y	N
33	5	4	3	2	1	Y	N
34	5	4	3	2	1	Y	N
35	5	4	3	2	1	Y	N
36	5	4	3	2	1	Y	N
37	5	4	3	2	1	Y	N
38	5	4	3	2	1	Y	N
39	5	4	3	2	1	Y	N
40	5	4	3	2	1	Y	N
41	5	4	3	2	1	Y	N
42	5	4	3	2	1	Y	N
43	5	4	3	2	1	Y	N
44	5	4	3	2	1	Y	N
45	5	4	3	2	1	Y	N
46	5	4	3	2	1	Y	N
47	5	4	3	2	1	Y	N
48	5	4	3	2	1	Y	N
49	5	4	3	2	1	Y	N
50	5	4	3	2	1	Y	N

51	5	4	3	2	1	Y	N
52	5	4	3	2	1	Y	N
53	5	4	3	2	1	Y	N
54	5	4	3	2	1	Y	N
55	5	4	3	2	1	Y	N
56	5	4	3	2	1	Y	N
57	5	4	3	2	1	Y	N
58	5	4	3	2	1	Y	N
59	5	4	3	2	1	Y	N
60	5	4	3	2	1	Y	N
61	5	4	3	2	1	Y	N
62	5	4	3	2	1	Y	N
63	5	4	3	2	1	Y	N
64	5	4	3	2	1	Y	N
65	5	4	3	2	1	Y	N
66	5	4	3	2	1	Y	N
67	5	4	3	2	1	Y	N
68	5	4	3	2	1	Y	N
69	5	4	3	2	1	Y	N
70	5	4	3	2	1	Y	N
71	5	4	3	2	1	Y	N
72	5	4	3	2	1	Y	N
73	5	4	3	2	1	Y	N
74	5	4	3	2	1	Y	N
75	5	4	3	2	1	Y	N
76	5	4	3	2	1	Y	N
77	5	4	3	2	1	Y	N
78	5	4	3	2	1	Y	N
79	5	4	3	2	1	Y	N
80	5	4	3	2	1	Y	N
81	5	4	3	2	1	Y	N
82	5	4	3	2	1	Y	N
83	5	4	3	2	1	Y	N
84	5	4	3	2	1	Y	N
85	5	4	3	2	1	Y	N
86	5	4	3	2	1	Y	N
87	5	4	3	2	1	Y	N
88	5	4	3	2	1	Y	N
89	5	4	3	2	1	Y	N
90	5	4	3	2	1	Y	N
91	5	4	3	2	1	Y	N
92	5	4	3	2	1	Y	N
93	5	4	3	2	1	Y	N
94	5	4	3	2	1	Y	N
95	5	4	3	2	1	Y	N
96	5	4	3	2	1	Y	N
97	5	4	3	2	1	Y	N
98	5	4	3	2	1	Y	N
99	5	4	3	2	1	Y	N
100	5	4	3	2	1	Y	N

PASS 1

PASS 2

PROJECT TEAM DACUM
VALIDATED CHART

GENERAL KNOWLEDGE	MAJOR COMPETENCY	SKILLS AND TASKS TO BE RATED		
INTRODUCTION TO SAFETY	A. SAFETY	1 3.40 * Understand the Role of OSHA	2 4.64 General Safety Practices	3 4.31 Housekeeping
		4 4.08 Hazard Communication (Fed. Regs.) 1910.1200 OSHA	5 3.50 Hearing Conservation	6 4.35 Lifting and Bending
		7 4.40 Accident Prevention	8 4.00 Personal Safety Equipment	9 3.90 Hand Protection (Pinch Points)
		10 3.60 Hoist and Crane Safety	11 3.91 Material Handling Safety	12 3.81 Electrical Safety
		13 3.90 Incipient Fire Training		
INTRODUCTION TO APPLIED MATHEMATICS	B. APPLIED MATHEMATICS (ENGLISH/METRIC)	14 4.73 Perform Basic Arithmetic Functions (add, subtract, multiply, divide, decimals, fractions, percents, positive/negative	15 2.73 Manipulate Basic Algebraic & Right Angle Trig. Functions	16 3.82 Manipulate Formulas (plug in numbers)
		17 2.27 Plot Graphs	18 2.65 Solve Word Problems	19 2.18 Perform Simple Basic Boolean Algebra
	C. ORIENTATION TO MANUFACTURING	20 3.09 Manufacturing History	21 3.20 Structure of Manufacturing Organizations	22 3.45 Manufacturing Trends (Automation, Computer Control)
		23 3.68 Manufacturing Processes	24 4.19 Manufacturing Philosophy of Quality, Housekeeping, & Safety	25 3.86 Manufacturing Terminology

*Numbers reflect the average level of importance given each skill or task by those responding to the DACUM validation. The rating is based on a scale from 1 (showing little importance) to 5 (showing extreme importance).

INTRODUCTION TO MEASUREMENT	D. PERFORM MEASUREMENT FUNCTIONS - METRIC/ENGLISH	26 3.86 Verify Instrument Calibration	27 3.83 Use Micrometers	28 3.68 Use Calipers
		29 4.28 Use Scales (Ruler)	30 3.47 Use Balance Scale	31 3.68 Use Tape Measure
		32 3.94 Use Dial Indicators	33 4.71 Measure Product RE: Conformity To Standards	34 4.61 Read And Interpret Gauges
		35 4.56 Interpret And Communicate Measurement		
INTRODUCTION TO INTERPERSONAL AND COMMUNICATION SKILLS	E. INTERPERSONAL AND COMMUNICATION SKILLS	36 4.47 One-On-One Interaction	37 4.63 Group Interaction	38 4.18 Handling Conflict
		39 4.66 Communicating With Supervisor	40 4.55 Active Listening	41 3.77 Assertiveness
		42 3.45 Nonverbal Communication (Body Language)	43 4.54 Write At The Level of Coherent Sentences	44 3.03 Interviewing
INTRODUCTION TO STATISTICAL PROCESS CONTROL	F. PERFORM STATISTICAL PROCESS CONTROL FUNCTIONS	45 4.69 Collect Process Data (Accuracy/ Integrity	46 3.32 Set Up Basic Control Chart	47 4.54 Chart Process Data
		48 4.09 Interpret Chart Data	49 4.91 Correct or Maintain Process Parameters	50 4.81 Communicate Process Data
		51 4.23 Demonstrate Knowledge of Process	52 4.76 Demonstrate Knowledge of Measurement	53 4.32 Demonstrate Knowledge of SPC Purposes

INTRODUCTION TO COMPUTERS	G. PERFORM BASIC COMPUTER FUNCTIONS	54 3.90 Orientation to DP (Remove fear by having fun)	55 4.12 Use Data Entry Devices	56 3.90 Use Menus
		57 4.09 Enter Data Accurately with with Positive Feedback		
INTRODUCTION TO HAND TOOLS	H. HAND TOOLS	58 3.86 Proper Choice and Use of Metric and English....	59 3.32 Hammers	60 3.54 Screwdrivers
		61 3.08 Saws	62 3.72 Chisels	63 3.09 Pry Bars
		64 3.11 Pliers	65 3.54 Knives	66 3.49 Electric and Pneumatic Power Tools
		67 3.26 Power Saws	68 3.18 Power Drills	69 4.00 Power Sanders
		70 3.45 Power Grinders	71 3.03 Power Wrenches	72 2.54 Files
		73 3.04 Pipe Wrenches	74 3.91 Wrenches-Adjustable, Allen, Socket, Torque	75 2.82 Punches
INTRODUCTION TO DECISION MAKING SKILLS	I. DECISION MAKING SKILLS	76 4.55 Problem Identification	77 4.51 Problem Analysis	78 3.17 Brain-storming
		79 4.14 Cause and Effect Diagrams	80 3.81 Pareto Diagrams	
INTRODUCTION TO BLUE PRINT	J. BLUE PRINT	81 3.10 Isometric Drawings	82 3.45 Three View Drawings	83 3.54 Assembly Drawings
		84 3.72 Tolerances	85 3.36 Geometric Tolerances	

CURRICULUM DEVELOPMENT

AND DEVELOPMENT OF

PRE-EMPLOYMENT PACKAGE

CURRICULUM DEVELOPMENT

Course developers were contracted to develop courses in the subject areas identified on the DACUM chart. The ranking of skills and tasks gave direction to the developers on items to stress and those that might be minimized or omitted.

DEVELOPMENT OF PRE-EMPLOYMENT CURRICULUM PACKAGE

A presentation was given to DACUM participants and others involved in the needs assessment process to acquaint them with the program's status and the newly developed courseware. Course developers outlined their program objectives and content.

At this juncture, industries were asked to advise project staff of the generic courses they would like to have offered in the pre-employment Industry Training Certification Program. This input resulted in the designation of the following courses for the training package:

Orientation to Manufacturing
Introduction to Applied Math, Part I
Introduction to Measurement
Introduction to Hand Tools
Introduction to Statistical Process Control
Introduction to Computers
Interpersonal & Communication Skills

PROJECT TEAM
(TECHNICAL EDUCATION ADVANCEMENT MODULES)
WEDNESDAY, APRIL 26, 1989

AGENDA

I. Welcome

II. Lunch

III. Project Update
   A. DACUM Validation
   B. Course Listing
   C. Course Development

IV. Introduction of Course Developers

V. Training Request Information

VI. Project Time Line

FY 1989 COOPERATIVE DEMONSTRATION PROGRAM CFDA No. 84.199A

PROJECT T.E.A.M.
Technical Education Advancement Modules

Greenville Technical College
Greenville, South Carolina

Grant Award Period: January 1, 1989 - June 30, 1990

Funds: Federal $280,395 Non-Federal $133,650

PURPOSES/OBJECTIVES

The project is targeted toward the unemployed, underemployed and existing industrial employees who are in need of upgrading basic technical competencies. The purpose of the project is to demonstrate that the shortage of skilled employees facing our society can be effectively impacted by consumer education and a focused, introductory technical training program. This is based on two premises:

1. The public lack of interest in and regard for technical careers. This stems from lack of knowledge about these careers such as the high demand, the excellent pay, and the minimum preparation requirements.

2. The lack of adequate preparation in basic introductory skills. Such courses as algebra, technical writing, physical sciences, and computer keyboarding are available in high school, but only university bound students take them.

The type of technical literacy education program that will be developed through the grant will help the now unprepared entry-level employee to step into the world of high tech occupations and into positions that will enhance their opportunities for achieving a higher quality of life.

PROCEDURES

The curriculum development and training focus of the grant will be addressed with the assignment of an assessment team to evaluate the needs of at least 20 employers in terms of skills and aptitudes needed to perform a job or task. From this assessment at least 15 training modules will be developed. Incorporated in this package will be approximately 6 generic modules directed toward preparing a student for general industry employment, covering skills and attitudes common to a variety of technical job categories. Remaining modules will focus on employer-specific needs of the participating companies.

To secure students for the technical literacy program, seven hundred underemployed, unemployed, or existing industry employees whose skills need upgrading will be evaluated on standardized tests. Testing will focus on basic math and verbal skills. Applicants whose scores are too low for eligibility in the program will be referred to remedial instruction. Those with

higher scores will be registered for the program. Employees will take a package of modules selected by their employer while pre-employment applicants may take the generic curriculum.

Promotional aspects of the project are directed toward the objective of increasing public interest in and regard for technical careers. Career awareness brochures will be developed for community-wide distribution that will educate the general public on technical occupations, earnings and benefits. Other brochures aimed at middle and high school populations will introduce technical career opportunities and will correlate for students the coursework appropriate to their career goals. In addition, a speakers bureau will be developed that will carry a similar message of technical opportunity to targeted audiences. Finally, a video will be developed covering experiences of individuals in technical careers.

OUTCOME/RESULTS/PRODUCTS

Those completing the T.E.A.M. project curriculum will earn "industry-prepared" certification and will be guaranteed a job interview with a participating employer. The curriculum developed will be structured and made available for full replicability. Products of the project will include the 15 training modules, technical awareness brochures and additional promotional literature, and the video production.

jn1:7

PROJECT TEAM COURSE LISTING

TITLE	HOURS OF INSTRUCTION
INTRODUCTION TO SAFETY	3
ORIENTATION TO MANUFACTURING	3
INTRODUCTION TO MEASUREMENT	6
INTRODUCTION TO INTERPERSONAL & COMMUNICATION SKILLS	6
INTRODUCTION TO STATISTICAL PROCESS CONTROL	6
STATISTICAL PROCESS CONTROL	20
INTRODUCTION TO APPLIED MATH, PART I	6
APPLIED MATH, PART II (ALGEBRA, WORD PROBLEMS)	6
APPLIED MATH, PART III (TRIGONOMETRY)	9
APPLIED MATH, PART IV (BOOLEAN ALGEBRA)	6
INTRODUCTION TO HAND TOOLS	6
INTRODUCTION TO BLUEPRINTS	10
INTRODUCTION TO COMPUTERS	3
INTRODUCTION TO METRICS	3
JOB SEARCH SKILLS	3
INTRODUCTION TO INDUSTRIAL PHYSICS	40
INTRODUCTION TO PLANT FLOOR OPERATION	16
FUNDAMENTALS OF WORKPLACE INTEGRATION	27

GENERAL KNOWLEDGE	MAJOR COMPETENCY	SKILLS AND TASKS TO BE RATED		
INTRODUCTION TO SAFETY	A. SAFETY	1 3.40 * Understand the Role of OSHA	2 4.64 General Safety Practices	3 4.31 Housekeeping
		4 4.08 Hazard Communication (Fed. Regs.) 1910.1200 OSHA	5 3.50 Hearing Conservation	6 4.35 Lifting and Bending
		7 4.40 Accident Prevention	8 4.00 Personal Safety Equipment	9 3.90 Hand Protection (Pinch Points)
		10 3.60 Hoist and Crane Safety	11 3.91 Material Handling Safety	12 3.81 Electrical Safety
		13 3.90 Incipient Fire Training		
INTRODUCTION TO APPLIED MATHEMATICS	B. APPLIED MATHEMATICS (ENGLISH/METRIC)	14 4.73 Perform Basic Arithmetic Functions (add, subtract, multiply, divide, decimals, fractions, percents, positive/negative	15 2.73 Manipulate Basic Algebraic & Right Angle Trig. Functions	16 3.82 Manipulate Formulas (plug in numbers)
		17 2.27 Plot Graphs	18 2.65 Solve Word Problems	19 2.18 Perform Simple Basic Boolean Algebra
	C. ORIENTATION TO MANUFACTURING	20 3.09 Manufacturing History	21 3.20 Structure of Manufacturing Organizations	22 3.45 Manufacturing Trends (Automation, Computer Control)
		23 3.68 Manufacturing Processes	24 4.19 Manufacturing Philosophy of Quality, Housekeeping, & Safety	25 3.86 Manufacturing Terminology

*Numbers reflect the average level of importance given each skill or task by those responding to the DACUM validation. The rating is based on a scale from 1 (showing little importance) to 5 (showing extreme importance).

INTRODUCTION TO MEASUREMENT	D. PERFORM MEASUREMENT FUNCTIONS - METRIC/ENGLISH	26 3.86 Verify Instrument Calibration	27 3.83 Use Micrometers	28 3.68 Use Calipers
		29 4.28 Use Scales (Ruler)	30 3.47 Use Balance Scale	31 3.68 Use Tape Measure
		32 3.94 Use Dial Indicators	33 4.71 Measure Product RE: Conformity To Standards	34 4.61 Read And Interpret Gauges
		35 4.56 Interpret And Communicate Measurement		
INTRODUCTION TO INTERPERSONAL AND COMMUNICATION SKILLS	E. INTERPERSONAL AND COMMUNICATION SKILLS	36 4.47 One-On-One Interaction	37 4.63 Group Interaction	38 4.18 Handling Conflict
		39 4.66 Communicating With Supervisor	40 4.55 Active Listening	41 3.77 Assertiveness
		42 3.45 Nonverbal Communication (Body Language)	43 4.54 Write At The Level of Coherent Sentences	44 3.03 Interviewing
INTRODUCTION TO STATISTICAL PROCESS CONTROL	F. PERFORM STATISTICAL PROCESS CONTROL FUNCTIONS	45 4.69 Collect Process Data (Accuracy/ Integrity	46 3.32 Set Up Basic Control Chart	47 4.54 Chart Process Data
		48 4.09 Interpret Chart Data	49 4.91 Correct or Maintain Process Parameters	50 4.81 Communicate Process Data
		51 4.23 Demonstrate Knowledge of Process	52 4.76 Demonstrate Knowledge of Measurement	53 4.32 Demonstrate Knowledge of SPC Purposes

INTRODUCTION TO COMPUTERS	G. PERFORM BASIC COMPUTER FUNCTIONS	54 3.90 Orientation to DP (Remove fear by having fun)	55 4.12 Use Data Entry Devices	56 3.90 Use Menus
		57 4.09 Enter Data Accurately with with Positive Feedback		
INTRODUCTION TO HAND TOOLS	H. HAND TOOLS	58 3.86 Proper Choice and Use of Metric and English....	59 3.32 Hammers	60 3.54 Screwdrivers
		61 3.08 Saws	62 3.72 Chisels	63 3.09 Pry Bars
		64 3.11 Pliers	65 3.54 Knives	66 3.49 Electric and Pneumatic Power Tools
		67 3.26 Power Saws	68 3.18 Power Drills	69 4.00 Power Sanders
		70 3.45 Power Grinders	71 3.03 Power Wrenches	72 2.54 Files
		73 3.04 Pipe Wrenches	74 3.91 Wrenches-Adjustable, Allen, Socket, Torque	75 2.82 Punches
INTRODUCTION TO DECISION MAKING SKILLS	I. DECISION MAKING SKILLS	76 4.55 Problem Identification	77 4.51 Problem Analysis	78 3.17 Brain-storming
		79 4.14 Cause and Effect Diagrams	80 3.81 Pareto Diagrams	
INTRODUCTION TO BLUE PRINT	J. BLUE PRINT	81 3.10 Isometric Drawings	82 3.45 Three View Drawings	83 3.54 Assembly Drawings
		84 3.72 Tolerances	85 3.36 Geometric Tolerances	

1. Course Title	2. Session Number
SAFETY	1

ESSENTIAL INFORMATION

3. Course Objectives -TO EXPOSE THE STUDENTS TO THE FOLLOWING: THE ROLE OSHA AND OSHA REGS. IN INDUSTRY; SAFETY CLOTHING AND EQUIPMENT; ACCIDENT PREVENTION; PERSONAL SAFETY HABITS; HEARING PROTECTION; FIRE PROTECTION; HOIST & CRANE SAFETY; ELECTRICAL SAFETY; REVIEW OF SAFETY RULES

4. Tools, Equipment, and Materials needed
HEARING & EYE PROTECTION EXHIBITS, TEXT.

5. Training Aids Needed
OVERHEAD PROJECTOR & MISC. TRANSPARENCIES

6. Time Allotted 3 HRS (180 MIN.)

SESSION OUTLINE	HANDOUTS	TIME
REVIEW OSHA AND OSHA REGS.	TEXT PPG. TRANSP.	25 MIN.
2. REVIEW ACCIDENT PREVENTION AND PERSONAL HABITS	TEXT PPG.	20 MIN
3. REVIEW HEARING PROTECTION	TEXT PG. EXHIBITS	15 MIN.
4. REVIEW EYE PROTECTION	TEXT PG. EXHIBITS	15 MIN.
5. REVIEW LOCKING OUT MACHINES	TEXT PG.	10 MIN.
6. REVIEW ELECTRICAL SAFETY	TEXT PG.	10 MIN.
7. BREAK		10 MIN.
8. REVIEW FIRE PREVENTION AND INCIPIENT FIRE TRAINING	TEXT PPG	20 MIN.
9. REVIEW HOIST AND CRANE SAFETY	TEXT PG.	15 MIN.
10. REVIEW MATERIAL HANDLING SAFETY	TEXT PG.	15 MIN.
11. ANSWER WRITTEN QUESTIONS	HANDOUT	25 MIN.

1. Course Title	2. Session Number
ORIENTATION TO MANUFACTURING	1

ESSENTIAL INFORMATION

3. Course Objectives – TO EXPOSE THE STUDENT TO THE FOLLOWING: THE HISTORY OF MANUFACTURING; THE STRUCTURE OF MANUFACTURING ORGANIZATIONS; MANUFACTURING PROCESSES; MANUFACTURING TRENDS (AUTOMATION, ROBOTICS, CNC, CADD); QUALITY CONTROL; HOUSE-KEEPING AND SAFETY.

4. Tools, Equipment, and Materials needed

TEXT

5. Training Aids Needed

OVERHEAD PROJECTOR & MISC. TRANSPARENCIES

6. Time Allotted

3 HRS. (180 MIN.)

SESSION OUTLINE	HANDOUTS	TIME
1. REVIEW THE TEXT ON THE HISTORY OF MANUFACTURING.	TEXT PPG.	15 MIN.
2. REVIEW THE TEXT ON MANUFACTURING ORGANIZATIONAL STRUCTURES.	TEXT PPG. TRANSPARECIES	15 MIN.
3. REVIEW TEXT ON MANUFACTURING PROCESSES	TEXT PPG.	60 MIN.
4. BREAK		10 MIN.
5. REVIEW TEXT ON MANUFACTURING TRENDS (AUTOMATION ROBOTICS CNC CADD).	TEXT PPG.	30 MIN.
6. REVIEW TEXT ON QUAILITY CONTROL	TEXT PPG.	15 MIN.
7. COVER HOUSE-KEEPING IN INDUSTRY	TEXT PPG	10 MIN.
8. ANSWER WRITTEN QUESTIONS		25 MIN.

Project Team

1. Course Title	2. Session Number
INTRODUCTION TO MEASUREMENT	2 SESSION AT 3 HRS

ESSENTIAL INFORMATION

3. Course Objectives - TO INTRODUCE THE STUDENT TO THE FOLLOWING: READING MICROMETERS; METRICS; RULES AND TAPES; CALIPERS DIAL INDICATORS; GAGES; COMPARITORS; GAGE BLOCKS; TOLERANCES AND LAYOUT TOOLS.

4. Tools, Equipment, and Materials needed

TEXT, RULES, TAPES, CALIPER, DIAL INDICATOR, MICROMETERS.

5. Training Aids Needed

OVERHEAD PROJECTOR AND MISC. TRANSPARENCIES

6. Time Allotted
2 SESSIONS - 3 HRS. EACH - 6 HRS TOTAL

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title Introduction to Interpersonal and Communication Skills	2. Session Number 2 sessions at 3 hours (proposed)

ESSENTIAL INFORMATION

3. Course Objectives

To introduce the student to the following skills: One-on-one interaction, group interaction, conflict management, job-related communication, active listing, assertiveness, verbal versus non-verbal communication, basic written communication and interviewing.

4. Tools, Equipment, and Materials needed

Text

5. Training Aids Needed

6. Time Allotted

2 sessions at 3 hours - 6 hours total

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title Introduction to Statistical Process Control	2. Session Number 1 session at 3 hours

ESSENTIAL INFORMATION

3. Course Objectives

To expose the student in a generalized manner to the process and purpose of SPC.

4. Tools, Equipment, and Materials needed

Text

5. Training Aids Needed

6. Time Allotted

1 session at 3 hours (180 minutes)

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title Statistical Process Control	2. Session Number To Be Determined

ESSENTIAL INFORMATION

3. Course Objectives

To introduce the student to the following: a knowledge of the SPC process and purposes; an understanding of measurement and data collection, setting up a control chart, charting and interpreting data, correcting process parameters and communicating process data.

4. Tools, Equipment, and Materials needed

Text

5. Training Aids Needed

6. Time Allotted
To be determined

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title	2. Session Number
INTRODUCTION TO APPLIED MATH I	2 AT 2.5 HRS.

ESSENTIAL INFORMATION

3. Course Objectives-TO EXPOSE THE STUDENT TO THE FOLLOWING: BASIC OPERATIONS WITH FRACTIONS; CONVERSION FROM FRACTIONS TO DECIMALS; DECIMAL OPERATIONS; PRACTICAL APPLICATIONS.

4. Tools, Equipment, and Materials needed

TEXT

5. Training Aids Needed

NONE

6. Time Allotted

2 SESSIONS AT 2.5 EACH - 5 HRS. TOTAL

SESSION OUTLINE	HANDOUTS	TIME

Project Team

1. Course Title	2. Session Number
INTRODUCTION TO APPLIED MATH II	2 AT 2.5 HRS. EACH

ESSENTIAL INFORMATION

3. Course Objectives – TO EXPOSE THE STUDENTS TO THE FOLLOWING: POSITIVE AND NEGATIVE NUMBERS, CARTISIAN COORDINATES, THE TRANSPOSING OF SIMPLE EQUATIONS AND THE SETTING UP OF WORD PROBLEM EQUATIONS.

4. Tools, Equipment, and Materials needed

TEXT

5. Training Aids Needed

NONE

6. Time Allotted

2 SESSIONS AT 2.5 HRS. EACH FOR A TOTAL 5 HRS.

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title	2. Session Number
INTRODUCTION TO APPLIED MATH III	3 AT 2.5 HRS.

ESSENTIAL INFORMATION

3. Course Objectives-TO EXPOSE THE STUDENT TO THE FOLLOWING: SIMPLE BOOLEAN ALGEBRA, GEOMETRY OF RIGHT ANGLE TRIANGLES, TRIG FUNCTIONS AND TABLES, USING TRIG TO SOLVE FOR SIDE OR ANGLE, THE PRACTICAL APPLICATIONS OF TRIG, THE PYTHAGOREAN THEOREM.

4. Tools, Equipment, and Materials needed

TEXT, CARR LANE TRIG TABLES

5. Training Aids Needed

NONE

6. Time Allotted
3 SESSIONS AT 2.5 HRS. FOR 7.5 HRS. TOTAL

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title INTRODUCTION TO HAND TOOLS	2. Session Number 2 SESSION AT 3 HR'S.

ESSENTIAL INFORMATION

3. Course Objectives - TO INTRODUCE THE STUDENTS TO THE FOLLOWING; THE SAFE USE AND CARE OF HAMMERS, SCREW DRIVERS, WRENCHES, PLIERS, SHEARS, PRY BARS, KNIVES, METAL FASTENERS, FILES, SAWS, CHISELS, PUNCHES, DRILLS, TAPS, REAMERS, DIES, COUNTER BORE AND SINKS AND MISC. ELECTRICAL AND PNEUMATIC POWER TOOLS.

4. Tools, Equipment, and Materials needed - EXHIBITS OF: HAMMERS; SCREW DRIVERS; WRENCHES; SHEARS; PLIERS; PRY BARS; KNIVES; FILES; SAWS; CHISELS; PUNCHES; TAPES; DIES; DRILLS; REAMERS. TEXT.

5. Training Aids Needed

NONE

6. Time Allotted
2 SESSIONS - 3 HRS EACH - 6 HRS. TOTAL.

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title Introduction to Decision Making Skills	2. Session Number 1 session at 3 hours (proposed)

ESSENTIAL INFORMATION

3. Course Objectives
To expose the student to the following techniques and strategies:
Problem Identification and Analysis, Brain-storming, Cause and Effect Diagrams and Pareto Diagrams.

4. Tools, Equipment, and Materials needed

Text

5. Training Aids Needed

6. Time Allotted
3 hours (180 minutes)

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title INTRODUCTION TO BLUEPRINTS	2. Session Number 4 SESSIONS AT 2.5 HRS.

ESSENTIAL INFORMATION

3. Course Objectives - TO EXPOSE THE STUDENT TO THE FOLLOWING: THE ALPHABET OF LINES; ONE, TWO AND THREE VIEW DRAWINGS; METRIC AND ENGLISH DIMENSIONING; TOLERANCES; TITLE BLOCK; NOTES; GEOMETRIC TOLERANCING; DETAIL AND ASSEMBLY PRINTS; PICTORIAL & ORTHOGRAPHIC SKETCHING; AUXILIARY VIEWS & SECTIONS.

4. Tools, Equipment, and Materials needed

TEXT & MODELS

5. Training Aids Needed

OVERHEAD PROJECTOR AND MISC. TRANSPARENCIES.

6. Time Allotted
10 HRS.

SESSION OUTLINE	HANDOUTS	TIME

1. Course Title Introduction to Computers	2. Session Number 1 session at 3 hours

ESSENTIAL INFORMATION

3. Course Objectives

To orient the student to data processing through an introduction to light computer usage, providing hands-on activities that require accurate data entry and offer positive feedback.

4. Tools, Equipment, and Materials needed

computer hardware and software

5. Training Aids Needed

6. Time Allotted
3 hours (180 minutes)

SESSION OUTLINE	HANDOUTS	TIME

PROJECT TEAM
TRAINING REQUEST INFORMATION

NAME OF COMPANY _____

CONTACT PERSON _____

ADDRESS _____ TELEPHONE _____

_____

The following courses have been targeted for inclusion in the Project TEAM pilot training program:

INTRODUCTION TO SAFETY
ORIENTATION TO MANUFACTURING
INTRODUCTION TO MEASUREMENT
INTRODUCTION TO INTERPERSONAL & COMMUNICATION SKILLS
INTRODUCTION TO STATISTICAL PROCESS CONTROL
STATISTICAL PROCESS CONTROL
INTRODUCTION TO APPLIED MATH, PART I
APPLIED MATH, PART II
APPLIED MATH, PART III
INTRODUCTION TO HAND TOOLS
INTRODUCTION TO DECISION MAKING SKILLS
INTRODUCTION TO BLUEPRINTS
INTRODUCTION TO COMPUTERS

Your company may select from the following involvement options:

_____ 1. You may select any of the courses listed for training existing employees.

_____ 2. You may select any of the listed courses as a pre-employment training program.

In either case, we will work with each company on an individual basis to set up a program appropriate to your needs. For in-house training, each company would be responsible for identifying individuals to be trained. These persons would first need to be tested for math and reading competency levels to assure their qualifications for admission into the training program.

In-House Training Requested (choose from the above list):

_____ _____

_____ _____

_____ _____

Training Request Information

For pre-employment training, interest will be generated through newspaper advertising prepared on an individual basis in conjunction with each company. That advertising should include any specific employment criteria desired by the company. We would also be happy to provide additional information over the phone as people call in to apply. Following application, these individuals would also be tested for competency levels prior to admission to coursework.

Pre-Employment
Training Requested (choose courses) _____

_____

_____

_____

_____

As you determine your level of participation in Project TEAM, consider, too, the following points that may be specific to your company.

Requirements of applicants:
(for example)

-work history _____

-education level _____

-shift options _____

-location(s) of employment _____

Requirements you would want included in published advertisement:

Requirements you would want given over phone:

Training Request Information

General information about your company and/or hiring opportunities you would like provided to applicants:

Proposals your company would like to present for additional in-house training not yet addressed by Project TEAM.

**Your participation in Project TEAM assures that you will provide an employment interview to all individuals completing the courses required by your company.

***Specific programs will be developed for each company in the order that requests are received by the Career Advancement Center.

***The possibility also exists for a jointly developed totally generic program involving several companies offering the same coursework package. We need to be advised if you would prefer this type of arrangement.

PROJECT TEAM TIME LINE

MAY 15	JUNE 1	JUNE 15	JULY 1	JULY 15	AUGUST
First course manuals submission date	Advertising Begins	..... Competency Level Testing			First Courses offered ...
Review of manuals for skill level requirement...	Career Advancement Center receives applicant calls...		Final date for course manuals to be submitted...		
			Printing begins		

RECRUITING INDUSTRY PARTNERS

RECRUITING INDUSTRY PARTNERS

With the completion of the development of courseware for the Industry Training Certification Program package, recruitment of industry sponsors began. Those involved with the needs assessment portion of the project were given the first option to participate, then contacts with other companies were made to advise them of the program as well. Initial contacts were made in person to individual companies. As the project progressed, a brochure explaining the program and inviting participation was developed and mailed to an inclusive list of area companies.

From the standpoint of the company, endorsement of Project T.E.A.M. required:

(1) Joint advertisement with Greenville Technical College
(2) A guaranteed job interview for all program graduates
(3) A trained and motivated employee selection pool
(4) No cost on the part of the company

No formal contracts of agreement were signed with participant companies. However, in joining the project, each company provided and then approved the use of their firms logo to be included in all advertisements and related materials.

Companies endorsing the Project T.E.A.M. Industry Training Certification Program included:

3 M Company
Homelite, Division of Textron, Inc.
Lucas Industries
Henkel Corporation
Kemet Electronic
Steel Heddle Manufacturing Co.
Wilson Sporting Goods
National Electric Carbon Corporation
Reliance Electric

GREENVILLE TECHNICAL COLLEGE
Career Advancement Center
P.O. Box 5616
Greenville, South Carolina 29606-5616

Greenville Technical College
Project T.E.A.M.
(Technical Education Advancement Modules)

INDUSTRY TRAINING
CERTIFICATION PROGRAM

GREENVILLE TECHNICAL COLLEGE

The Program

Project T.E.A.M. (Technical Education Advancement Modules) is the product of funding received by Greenville Technical College from the U.S. Department of Education under the Cooperative Demonstration Grant Program for High Technology Training.

One major purpose of the grant is to provide to industry a resource of employees with general technical understanding and training. This pre-employment training program is focused at reducing the large numbers of underqualified entry level employees seeking jobs in high technology fields of modern industry.

In order to recruit individuals interested in pre-employment training opportunities, Project T.E.A.M. relies on industry endorsement of the program. That endorsement involves jointly advertising Project T.E.A.M. with Greenville Tech (at no cost to the company) and offering to program graduates the opportunity to interview. What industry receives is the chance to fill job openings with exceptionally well trained and motivated talent.

Applicants for Project T.E.A.M. must first qualify by taking an assessment in math and reading. If necessary scores (9.0 in math; 10.5 in reading) are achieved, registration for the series of classes is accepted. The modules of which the program consists are:

Applied Math	6 hours
Measurement	6 hours
Hand Tools	6 hours
Computer Literacy	3 hours
Orientation to Manufacturing	3 hours
S.P.C.	6 hours
Interpersonal & Communication Skills	6 hours
TOTAL	36 hours

Each applicant must score 70 or higher on an exit exam in each class. There is no charge for the program due to its federal funding.

At the completion of course requirements, students select the company(ies) with which they want to interview. The interview is guaranteed. There are, however, no job guarantees associated with Project T.E.A.M. certification.

History and Projected Plans

Project T.E.A.M. was funded on January 1, 1989. November 7, 1989 marked the graduation of the second class of pre-employment trainees. A total of 129 students have entered training, with 95 achieving certification. Seven local companies were endorsers of Classes I and II.

Funding for Project T.E.A.M. will continue through June 1990. In January, advertising for a Class III schedule will begin. Companies wishing to participate should contact **Joan Mason at the Career Advancement Center (803) 239-2976 by December 19, 1989.**

Participation in the Industry Training Certificate Program involves:

- Joint Advertisement with Greenville Technical College
- A Guaranteed Job Interview
- A Trained and Motivated Employee Selection Pool
- No Cost to the Company

Funded by Cooperative Demonstration Program
CFDA No. 84.199A U.S. Department of Education 1989-1990
(Federal Share $280,345 (75%) College Share $133,650 (25%))

PUBLIC ADVERTISING/INFORMATION DISTRIBUTION

PUBLIC ADVERTISEMENT/INFORMATION DISTRIBUTION

To acquaint the public with the training and employment opportunities of Project T.E.A.M., advertisements were placed in the week-end editions of the Greenville News-Piedmont. Interested individuals were directed to call the Career Advancement Center for additional information on program registration. Upon calling, they were advised by project staff of all program requirements and that initial program entry necessitated that they take a placement test in basic reading and math skills to determine qualification. Those wishing to proceed signed up for one of a series of available testing dates.

PREPARE YOURSELF FOR TODAY'S INDUSTRIAL CAREERS !

GREENVILLE TECHNICAL COLLEGE

HOMELITE TEXTRON

Wilson.

Henkel

KEMET

SH STEEL HEDDLE

3M

ANNOUNCE

PROJECT T.E.A.M.

(Technical Education Advancement Modules)

A program offering general technical education to prepare individuals for the increasing skill requirements of industrial careers.

Instructional modules include:

- Orientation to Manufacturing
- Hand Tools
- Computer Literacy
- Interpersonal Skills
- Applied Math
- Measurement
- Statistical Process Control

Day and evening schedules available. A certificate of completion will be awarded. Employment interviews will be granted to those receiving certificates by the companies listed in this ad.

For more information, contact Greenville Tech's
CAREER ADVANCEMENT CENTER
at 239-2970 or 239-2964, Monday thru Friday 8:30 am - 4:30 pm

The services of PROJECT TEAM are offered at no charge.
Funding ($280,395/ 75% of project cost) is provided through the U.S. Office of Education.
An Equal Employment/Affirmative Action Employer.

023451-20

PREPARE YOURSELF FOR TODAY'S INDUSTRIAL CAREERS !

Wilson. GREENVILLE TECHNICAL COLLEGE 3M

SH Lucas KEMET DODGE·MASTER·REEVES RELIANCE ELECTRIC

STEEL HEDDLE HOMELITE TEXTRON

ANNOUNCE
PROJECT TEAM
(Technical Education Advancement Modules)

A program offering general technical education to prepare individuals for the increasing skill requirements of industrial careers.

Day and evening schedules available. A certificate of completion will be awarded. Employment interviews will be granted to those receiving certificates by the companies listed in this ad.

For more information, contact Greenville Tech's
CAREER ADVANCEMENT CENTER
at 239-2971 or 239-2964, Monday thru Friday 8:30 am. - 4:30 pm.

The services of PROJECT TEAM are offered at no charge.
Funding ($280,395/ 75% of project cost) is provided through the U.S. Office of Education
An Equal Employment/Affirmative Action Employer.

D-21694.20

TELEPHONE INFORMATION

Project T.E.A.M.

A program offering general technical education courses to prepare individuals for industrial careers.

Greenville Tech received a federal grant for this training program to assist individuals who lacked the basic skills that are needed to be hired for entry level/operator jobs in a wide variety of industries.

Entry into classes requires testing in math (computation) and reading (vocabulary and comprehension). Testing will last 3 1/2 hours. Scores of 10.5 in reading and 9.0 in math are required. For those not receiving these scores, a remedial program through Tech's Adult Education Division will be available at no charge to those wishing to apply.

Those passing the test may enter classes scheduled to begin the week of February 5 and ending mid to late March. If the number of students is large, some will have to be held for Class IV, etc. which would follow in March - April. We would base this on when phone calls were received. Courses include:

Orientation to Manufacturing	3 hrs.
Introduction to Applied Math	6 hrs.
Introduction to Interpersonal & Communication Skills	6 hrs.
Introduction to Hand Tools	6 hrs.
Introduction to Measurement	6 hrs.
Introduction to Statistical Process Control	6 hrs.
Introduction to Computers	3 hrs.
	36 hrs.

A certificate of completion will be awarded. Companies listed in ad will grant interviews to all graduates. Companies are:

3M - Produces polyester film and box sealing tape at Donaldson Center plant.

Homelite (Division of Textron, Inc.) - Produces chain saw components and pumps, construction pumps and construction generators. Located in Greer.

Kemet Electronics - Produces electronic capacitors for items ranging from radios to computers to space crafts. Located in Mauldin.

Wilson Sporting Goods - Produces tennis balls at their Fountain Inn plant.

Steel Heddle - Manufactures textile machine parts. Located at Rutherford Road near Shriners Hospital.

Henkel Corporation - Produces chemicals for use in industrial cleaners, cosmetics, adhesives, and wide range of other products. Located in Mauldin.

Positions would vary with individual companies, but would primarily be entry level operator jobs. Representatives from each company will be invited to speak to the class at graduation to answer questions related to their specific company.

Project TEAM is designed to prepare students for jobs in a wide variety of industries. It is a TRAINING program endorsed by all the companies represented in the ad and an excellent opportunity for developing technical skills at NO COST. No jobs are guaranteed. Placement statistics from fall classes are not yet complete because some companies delayed interviewing until after the first of the year. All the companies listed will give priority for hiring to TEAM graduates.

TEST DATE: Thursday, January 11 TIME: 8:30 a.m. LOCATION: Library Aud.

Policy for Those Needing Remedial Instruction

Letters will be sent to those who do not score the necessary grade levels for Project TEAM indicating that they may choose to upgrade at no cost to themselves. Letter will indicate tuition will be paid by TEAM grant and will also show test score and application procedures.

ASSESSMENT

ASSESSMENT

The first step in qualification for Project T.E.A.M.'s Industry Training Certification Program was an assessment of individual skill levels in math and reading using the Tests of Adult Basic Education (TABE). The following tests were given from the TABE: vocabulary, reading comprehension, mathematical computation, mathematics concepts and applications. In order to qualify for Project T.E.A.M., scores of a 10.5 grade level equivalency in reading and a 9.0 grade level equivalency in math were required. These scores were determined by a review of the course texts to establish the reading and/or math levels needed for comprehension.

Within ten days of testing, all participants were mailed a letter advising them of their scores and how they might proceed within the Project T.E.A.M. training program. All individuals, regardless of score, were given a training option and could participate in one of the two parts of the program:

(1) the Industry Training Certification Program
(2) Adult Education -- Up-grading in Math and/or Reading with the opportunity to retest after four months for the certification program.

July 26, 1989

<title> <first> <middle><last>
<address>

Dear <title> <last>:

Thank you for participating in the assessment portion of the Project TEAM (Technical Education Advancement Modules) Certification Program here at Greenville Technical College. In order to progress into the training program, grade equivalent scores of 10.5 in reading and 9.0 in math are required. You scored <reading> on reading and <math> on math and are eligible to enter the training program.

A copy of the Class I schedule is enclosed to assist you in making a decision to register for the program at this time. Day and evening classes are available. To complete the certification program, you must attend classes and receive a grade of at least 70 in every course. Registration for Project TEAM is required and is on a first come - first served basis. To register, come by the Career Advancement Center at 1461 Cleveland Street on or before August 4, 1989.

Project TEAM is a federally funded grant program awarded to Greenville Technical College by the U.S. Department of Education to assist individuals in meeting the qualifications for technical careers. Because we have the grant we are able to offer the training program to you at no charge. Please do not hesitate to call us at 239-2970 if you have any further questions.

Sincerely,

Mrs. Joan Mason
Project Director
Project TEAM

mjw/pt1:19

Enclosure

REMEDIAL INSTRUCTION LETTER

July 31, 1989

<title> <first> <middle><last>
<address>

Dear <title> <last>:

Thank you for participating in the assessment portion of the Project TEAM (Technical Education Advancement Modules) Certification Program. In order to progress into the training program, grade equivalent scores of 10.5 on the reading and 9.0 on the math are required. You scored <reading> on reading and <math> on math. Therefore, you are ineligible for the program at this time.

Project TEAM is a federally funded grant program awarded to Greenville Technical College by the U. S. Department of Education to assist individuals in meeting the qualifications for technical careers. Because we have the grant, we are able to offer you assistance in raising your reading and math scores at no charge to you. The Adult Education Department of Greenville Tech offers self-paced classes with flexible class times.

If you are interested in upgrading, come by the Career Advancement Center at 1461 Cleveland Street to pick up a Greenville Tech admission application and have the admission procedure explained to you. Our hours are 8:30 am to 4:30 pm Monday thru Friday.

There is no guarantee that you will be able to qualify for the Project TEAM Certification Program after exiting from the upgrading program, but your chances should improve significantly. In order to insure the validity of test scores, you must wait at least four months before you can be retested, which is after November 1989.

If you have questions, please do not hesitate to contact our office at 239-2964.

Sincerely,

(Mrs.) Joan S. Mason
Project Director
Project TEAM

mjw/pt1:20

TRAINING

Prior to student registration, a class schedule was devised and instructors secured. Where possible, course developers were utilized as instructors.

When registering, students signed up for their choice of either a day or evening schedule. All classes were held on the Greenville Technical College campus.

In order to complete the certification program, students were required to attend all classes and attain a minimum score of 70 on an exit exam in each course. Those missing a class were allowed to make up their absence(s) with classes scheduled in subsequent training groups. Anyone failing to pass exams was given an opportunity to retake the class and improve their score.

At the conclusion of training, a certificate awards ceremony was held for program graduates. All participating industries, graduates and their families were invited to attend.

As part of the ceremony, industry representatives addressed the graduates concerning their company and the hiring opportunities found there. After certificates were awarded, an informal reception period allowed the graduates to meet company representatives and to secure further employment information. Application procedures were also made available here.

A total of 217 students enrolled in the certification program during the project period. Of this number, 175 finished the seven course program of instruction, a completion rate of 81 percent.

TRAINING

GENERAL TECHNICAL EDUCATION COURSES - PROJECT TEAM
CLASS SCHEDULE
CLASS I

COURSE TITLE	COURSE NUMBER	DAY/DATE		TIMES	INSTRUCTOR	ROOM NUMBI
Introduction to Applied Math	MOA 020-01	Tuesday Thursday	08/08/89 08/10/89	9:00 am - 12:00 pm 9:00 am - 12:00 pm	Seck	LC 13
	MOA 020-02	Tuesday Thursday	08/08/89 08/10/89	6:30 pm - 9:30 pm 6:30 pm - 9:30 pm	Seck	ET 11
Introduction to Measurement	MOA 021-01	Tuesday Thursday	08/15/89 08/17/89	9:00 am - 12:00 pm 9:00 am - 12:00 pm	Seck	LC 13
	MOA 021-02	Tuesday Thursday	08/15/89 08/17/89	6:30 pm - 9:30 pm 6:30 pm - 9:30 pm	Seck	ET 11
Introduction to Statistical Process Control	MOA 022-01	Saturday	08/26/89	9:00 am - 4:00 pm	Billings	LC 13
	MOA 022-02	Tuesday Thursday	09/05/89 09/07/89	6:30 pm - 9:30 pm 6:30 pm - 9:30 pm	Billings	ET 11 ET 11
Orientation to Manufacturing	MOA 023-01	Tuesday	08/29/89	9:00 am - 12:00 pm	Seck	ET 02
	MOA 023-02	Tuesday	08/29/89	6:30 am - 9:30 pm	Seck	ET 11
Introduction to Computers	MOA 024-01	Thursday	08/31/89	9:00 am - 12:00 pm	Ellis	LC 13
	MOA 024-02	Thursday	08/31/89	6:00 pm - 9:00 pm	Ellis	LC 13

COURSE TITLE	COURSE NUMBER	DAY/DATE		TIMES	INSTRUCTOR	ROOM NUMB
Introduction to Hand Tools	MOA 025-01	Tuesday Thursday	9/12/89 9/14/89	9:00 am - 12:00 pm 9:00 am - 12:00 pm	Seck	CJ 12
	MOA 025-02	Tuesday Thursday	9/12/89 9/14/89	6:30 pm - 9:30 pm 6:30 pm - 9:30 pm	Seck	LC 13
Interpersonal & Communication Skills	MOA 026-01	Tuesday Thursday	9/19/89 9/21/89	9:00 am - 12:00 pm 9:00 am - 12:00 pm	Wagner	CJ 12
	MOA 026-03	Tuesday Thursday	9/19/89 9/21/89	6:30 pm - 9:30 pm 6:30 pm - 9:30 pm	Wagner	ET 20

GRADUATION LETTER

September 13, 1989

<title> <first> <last>
<address>

Dear <title> <last>:

Congratulations on your upcoming completion of the Project T.E.A.M. Industry Training Certification Program offered through Greenville Technical College.

In recognition of this achievement, you are invited to a ceremony honoring you and your classmates in the Allied Health Auditorium on Tuesday, September 26, at 5:00 p.m. Your participation is, of course, contingent upon the successful completion of the remainder of the required coursework.

Representatives from the companies involved with Project T.E.A.M. will be present to talk with you and to answer any questions you might have. We look forward to sharing your success in the program at this time.

Please call the Career Advancement Center at 239-2970 by September 25 to let us know if you will be present and how many family members will be attending with you.

Sincerely,

Mrs. Joan S. Mason
Project T.E.A.M. Director

jeb/pt1:2

GREENVILLE TECHNICAL COLLEGE
PROJECT T.E.A.M.

INDUSTRY TRAINING
CERTIFICATION PROGRAM

September 26, 1989
5:00 pm

Allied Health Auditorium
Greenville Technical College

STEEL HEDDLE

Wilson.

Lucas

GREENVILLE TECHNICAL COLLEGE

KEMET®

HOMELITE
TEXTRON

DODGE·MASTER·REEVES
RELIANCE ELECTRIC

3M

INDUSTRY TRAINING CERTIFICATE RECIPIENTS

Rashad Abdul-Mateen
Kenneth Alley
Randy Baker
Lisa Barbrey
Calvin Boykin
Tim Carpenter
Eddie Connor
Robert Cope
Christa P. Crouse
Bonnie Daniel
Curtis Gardner
Robert Goodnough
Nancy Gorrell
Albert Harris
Michael Hart
Debra Harvey
Velda Harvey
Melissa Herman
Jane Hogg
Cynthia N. Hollingsworth
Darlene Hoover
Denise Houston
Bruce Johns
Carol Jones
Carl Kamine
Sylvester Kennebrew
Lorna Letak
Cynthia Lollis
Robert McCain
David G. McCalla, Jr.
Gary Miskimen
Tammy Moreland
Veronica Neely
Michael David Odom
Jerry Partyka
Steve Phillips
Keith Rogers
Patty Simmons
Mary Sligh
Dennis Storie
Donnice Styles
Willis Sullivan
Donna Thomason
Melanie Todd
Mariam Upton
Terry Verdin
Timonthy Vess
Michael Walton
Kelly Wike
Patsy Williams
Ricky Williams

PROGRAM AGENDA

WELCOME.....Jerry W. Sams
Associate Vice President
for Community Services,
Greenville Technical College

COMMENTS.....Paul Billings
Lucas Industries

Ken Clarady
Wilson Sporting Goods

Deborah Edwards
Kemet Electronics

John Pinkerton
Reliance Electric

AWARDING OF CERTIFICATES.....Joan S. Mason
Program Director,
Project T.E.A.M.

GREENVILLE TECHNICAL COLLEGE
PROJECT T.E.A.M.
(Technical Education Advancement Module)

INDUSTRY TRAINING CERTIFICATE

presented to

_____

This is to certify that the person named has completed the Project T.E.A.M. Industry Training Certification Program at Greenville Technical College.

HOMELITE TEXTRON

Lucas

SH STEEL HEDDLE

KEMET

3M

Wilson. WILSON SPORTING GOODS CO

DODGE·MASTER·REEVES RELIANCE ELECTRIC

_____
Date Awarded

GREENVILLE TECHNICAL COLLEGE

_____	_____	_____
Dr. Thomas E. Barton, Jr. *President* *Greenville Technical College*	*Joan Mason* *Program Director* *Project T.E.A.M.*	*Jerry Sams* *Associate Vice President for* *Community Services* *Greenville Technical College*

JOB SKILLS TRAINING/COUNSELING

JOB SKILLS TRAINING/COUNSELING

As students completed the seven required modules, they were given the option of attending an additional class/counseling session on job search skills. This class focused on job search strategies and interviewing techniques and was intended to provide extra confidence to graduates as they proceeded with their Project T.E.A.M. interviews.

JOB SKILLS CLASS/COUNSELING NOTIFICATION

October 10, 1989

<title> <first> <last>
<address>

Dear <title> <last>:

As students have completed the Project T.E.A.M. Certification Program, it has become apparent to those of us administering the grant program that additional instruction in job hunting strategies would be a beneficial supplement to the training you have already received. For that reason, Project T.E.A.M. is pleased to offer a module that will help to prepare you in these essential skills.

Job Search Skills will be offered as a three hour course and will cover such topics as researching your job choices, developing a resume, and preparing for the job interview. Classes will be limited to 20 people per session. Class dates and times are as follows:

Wednesday, October 25, 1989	9:00 a.m. - 12:00 p.m.	Room HE 410
Wednesday, October 25, 1989	6:00 p.m. - 9:00 p.m.	Room AD 209

Additional scheduling will be provided as warranted.

To register, please call the Career Advancement Center at 239-2970. Because of federal funding for Project T.E.A.M., we are able to offer the course at no cost to you. The deadline for registration is Friday, October 20, 1989.

We look forward to hearing from you.

Sincerely,

(Mrs.) Joan S. Mason
Project T.E.A.M. Director

jeb/pt1:18

EMPLOYMENT APPLICATION/INTERVIEWS

EMPLOYMENT APPLICATION/INTERVIEWS

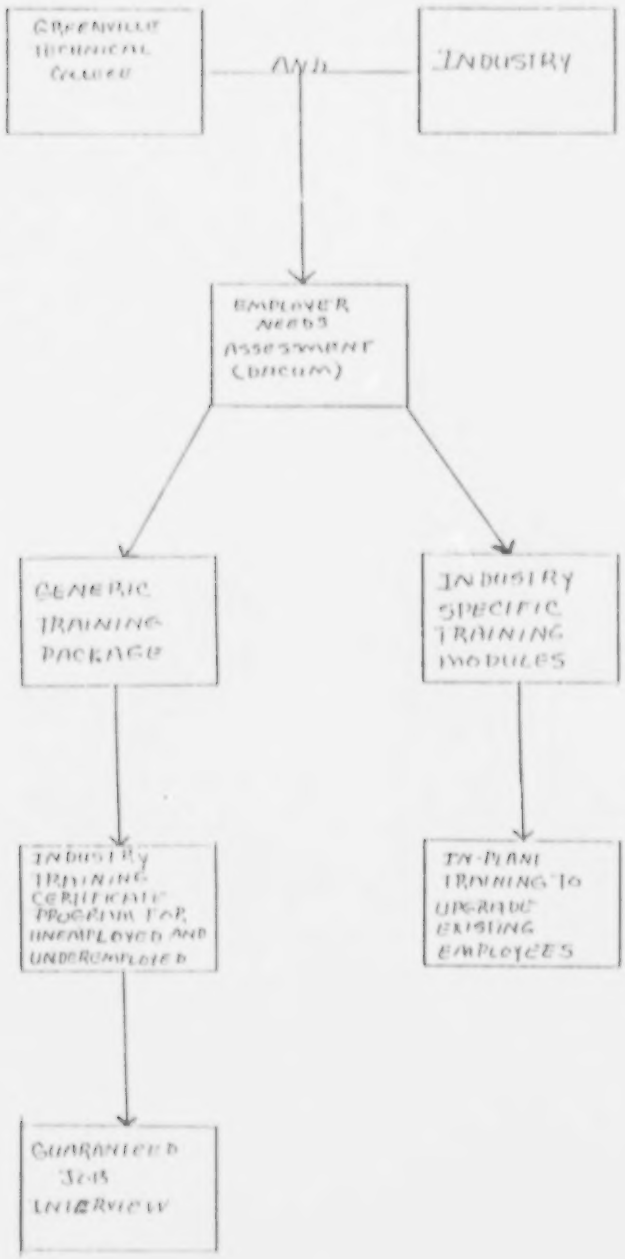
Subsequent to the completion of required coursework, students moved into the job application phase of Project T.E.A.M. Information on appropriate procedures to follow with each company were provided to graduates either during the awards ceremony or in written correspondence to each student. Several companies distributed application forms at graduation, while other issued procedural directions. The decision to apply with a company and the follow through in doing so were left to the individual. It was the student's option to apply with any or all of the companies involved.

At this point students were considered to have completed the Project T.E.A.M. program. They were welcomed, however, to contact project staff with any questions or concerns they might have during their job search process. In addition, all students were contacted 2 - 3 months after graduation for an assessment of the impact of the program on their employment status.

IN-HOUSE TRAINING

GREENVILLE TECHNICAL COLLEGE
COOPERATIVE DEMONSTRATION PROGRAM NO. V199A90094
PROJECT T.E.A.M.
(TECHNICAL EDUCATION ADVANCEMENT MODULES)

ACTIVITY FLOW CHART



DEVELOPMENT OF IN-HOUSE TRAINING PROGRAMS

To acquaint companies with the in-house training opportunities available through Project T.E.A.M., two methods were followed:

1. Presentation to DACUM participants
2. Direct contacts

In each case, companies were provided with a list of available courseware and instructional materials. As desired courses were requested, a schedule was worked out with the company and instructors secured. Course texts were provided and alterations to the instructional format were made if requested for specific company situations. It remained the responsibility of the company to recruit employees for training, to provide a classroom and to establish any release time or compensation policies.

With the completion of training, certificates were awarded by Greenville Technical College. Companies participating in in-house training included:

Proctor & Gamble
Reliance Electric
Lockheed Aeromod Center, Inc.
Keys Printing
Cryovac, Division of W. R. Grace and Co.
Amoco Performance Products, Inc.
Kemet Electronics Corp.

The total number of students served in these companies was 455.

PROJECT TEAM COURSE LISTING

TITLE	HOURS OF INSTRUCTION
INTRODUCTION TO SAFETY	3
ORIENTATION TO MANUFACTURING	3
INTRODUCTION TO MEASUREMENT	6
INTRODUCTION TO INTERPERSONAL & COMMUNICATION SKILLS	6
INTRODUCTION TO STATISTICAL PROCESS CONTROL	6
STATISTICAL PROCESS CONTROL	20
INTRODUCTION TO APPLIED MATH, PART I	6
APPLIED MATH, PART II (ALGEBRA, WORD PROBLEMS)	6
APPLIED MATH, PART III (TRIGONOMETRY)	9
APPLIED MATH, PART IV (BOOLEAN ALGEBRA)	6
INTRODUCTION TO HAND TOOLS	6
INTRODUCTION TO BLUEPRINTS	10
INTRODUCTION TO COMPUTERS	3
INTRODUCTION TO METRICS	3
JOB SEARCH SKILLS	3
INTRODUCTION TO INDUSTRIAL PHYSICS	40
INTRODUCTION TO PLANT FLOOR OPERATION	16
FUNDAMENTALS OF WORKPLACE INTEGRATION	27

GREENVILLE TECHNICAL COLLEGE

PROJECT T.E.A.M.

(Technical Education Advancement Modules)

INDUSTRY TRAINING CERTIFICATE

Presented to

_____

This is to certify that the person named has completed the Project T.E.A.M. Industry Training Certification Program at Greenville Technical College.

Date Awarded

SH Lucas STEELGRIP

GREENVILLE TECHNICAL COLLEGE

Wilson.

3M

HOMELITE TEXTRON

KEMET

DODGE·MASTER·REEVES RELIANCE ELECTRIC

Dr. Thomas E. Barton, Jr.
President
Greenville Technical College

Joan Mason
Program Director
Project T.E.A.M.

Jerry Sams
Associate Vice President for
Community Services
Greenville Technical College

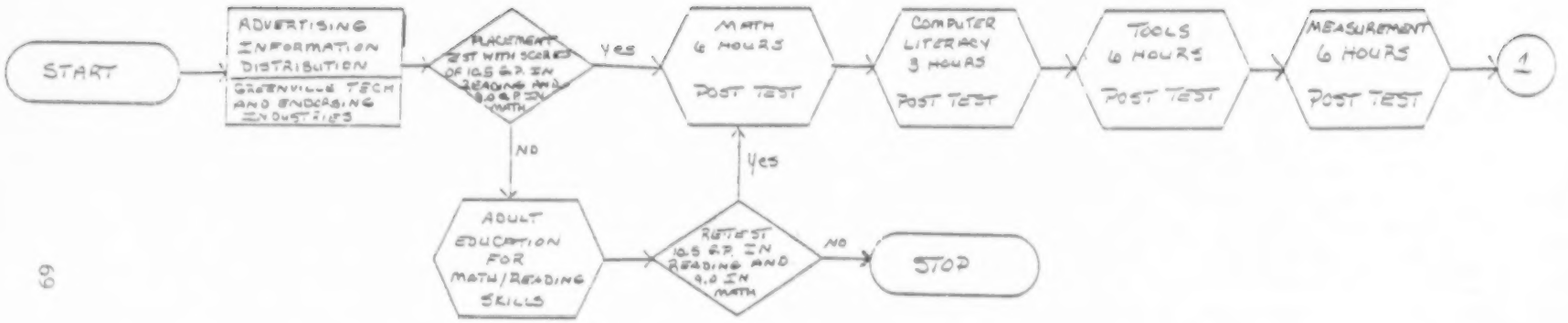
REMEDIAL INSTRUCTION

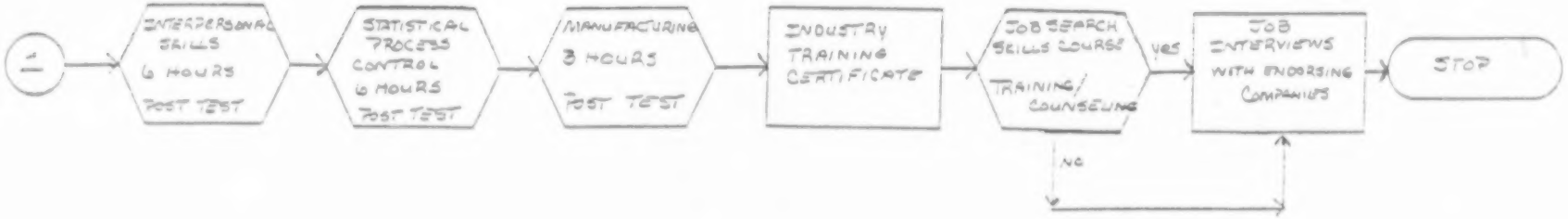
UPGRADING

Individuals failing to qualify for placement in the Project T.E.A.M. Industry Training Certification Program were offered the alternative of entering Greenville Technical College's Adult Education program in order to upgrade their math and/or reading skills. While improving these skills would allow them to retest and possibly enter the certification program at a later date, it would also provide them with basic competencies necessary to any future career success.

The opportunity to upgrade through Project T.E.A.M. was offered to all who tested and did not qualify for the certificate program. The letter of test score notification served as their invitation to register for upgrading. Seventy-eight individuals took advantage of this part of the Project T.E.A.M. training opportunity.

GREENVILLE TECHNICAL COLLEGE
COOPERATIVE DEMONSTRATION GRANT NO. V199A90094
PROJECT T.E.A.M.
INDUSTRY TRAINING CERTIFICATION PROGRAM
(GENERIC PRE-EMPLOYMENT PROGRAM)


START
ADVERTISING INFORMATION DISTRIBUTION
GREENVILLE TECH AND ENDORSING INDUSTRIES
PLACEMENT TEST WITH SCORES OF 10.5 G.P. IN READING AND 9.0 G.P. IN MATH
Yes
NO
MATH 6 HOURS POST TEST
COMPUTER LITERACY 3 HOURS POST TEST
TOOLS 6 HOURS POST TEST
MEASUREMENT 6 HOURS POST TEST
1
ADULT EDUCATION FOR MATH/READING SKILLS
RETEST 10.5 G.P. IN READING AND 9.0 IN MATH
Yes
NO
STOP



REMEDIAL INSTRUCTION LETTER

July 31, 1989

<title> <first> <middle><last>
<address>

Dear <title> <last>:

Thank you for participating in the assessment portion of the Project TEAM (Technical Education Advancement Modules) Certification Program. In order to progress into the training program, grade equivalent scores of 10.5 on the reading and 9.0 on the math are required. You scored <reading> on reading and <math> on math. Therefore, you are ineligible for the program at this time.

Project TEAM is a federally funded grant program awarded to Greenville Technical College by the U. S. Department of Education to assist individuals in meeting the qualifications for technical careers. Because we have the grant, we are able to offer you assistance in raising your reading and math scores at no charge to you. The Adult Education Department of Greenville Tech offers self-paced classes with flexible class times.

If you are interested in upgrading, come by the Career Advancement Center at 1461 Cleveland Street to pick up a Greenville Tech admission application and have the admission procedure explained to you. Our hours are 8:30 am to 4:30 pm Monday thru Friday.

There is no guarantee that you will be able to qualify for the Project TEAM Certification Program after exiting from the upgrading program, but your chances should improve significantly. In order to insure the validity of test scores, you must wait at least four months before you can be retested, which is after November, 1989.

If you have questions, please do not hesitate to contact our office at 239-2964.

Sincerely,

(Mrs.) Joan S. Mason
Project Director
Project TEAM

mjw/pt1:20